

CONTRIBUTIONS NATIVE AMERICANS— EDIBLES CONTRIBUTIONS MEDICINAL AND PHARMACEUTICAL UTAH-GREAT BASIN MEDICINAL AND PHARMACEUTICAL CONTRIBUTIONS—HOPI—NATIVE DYE SOURCES

SOCIAL STUDIES, GRADES 4-6

Charts: Contributions of Native American—Edibles (color)
Contributions Medicinal and Pharmaceutical
Utah-Great Basin Medicinal and Pharmaceutical
Contributions—Hopi—Native Dye Sources (color)

Level 4 Standards: 6040-01; 02

Level 5 Standards: 6050-01

Level 6 Standards: 6050-01

OBJECTIVES: The students will be introduced to the American Indians and their ability to use their natural environment and the resources. Emphasis should be placed on the Indians of the Utah region.

ESSENTIAL QUESTION 1: How did the early American Indian tribes find and use natural resources to live?

ASSESSMENT EVIDENCE

The student will be able to identify seven foods the Utah settlers adopted from the Ute, Navajo, Paiute, Goshute and Hopi Indians.

The student will be able to identify three Kachina dolls, explain what they represent, and identify three natural paints used on the dolls. Write a short story on one Kachina doll and its meaning.

The student will be able to list three common plants found in Utah and name their medicinal use, either in small group discussion or in a worksheet developed by the teacher.

LEARNING STRATEGIES

Display the charts on a Video iPod (or have each student view on the computer). Select from the edibles on the charts foods grown today in Utah. Discuss the influences the Navajo, Ute, Shoshone, Goshute and Paiute had on foods the early settlers adopted.

Show five plants early settlers obtained from Indians and their possible medicinal uses (e.g., the western chokecherry was used for colds, eye soreness, eyewash and sties).

Discuss the cultural contributions made by the Navajo and Hopi—the importance of Kachina dolls and the natural paints used to color the dolls. Consider having a member of the Navajo, Zuni, or Hopi tribe come to the class and explain the importance of the Kachina dolls and their meaning to the members of the tribes.

Have a class discussion comparing of the Kachina dolls with symbols used today by society.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Contributions of Native Americans—Edibles (color)
Contributions—Medicinal and Pharmaceutical
Utah-Great Basin Medicinal and Pharmaceutical
Contributions—Hopi—Native Dye Sources (color)

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVE: The students will be introduced to American Indians' role in the development and history of the United States.

ESSENTIAL QUESTION 1: Why did the tribes not market their knowledge of medicines and other knowledge they had of natural resources?

ASSESSMENT

Class presentations can be made on medicines used by the Indians and where those plants can be found in Utah.

The students will be able to identify major sources of medicines used by the American Indians and adopted by early settlers.

A class demonstration can be held on dyes used by Indians compared to the dyeing process today.

Have class presentations and demonstrations by small groups on the significance of Kachinas, pottery and weaving as these arts are maintained today.

LEARNING STRATEGIES

Using the charts, the class will discuss the cultural and spiritual significance of the Kachinas in the Navajo, Hopi, and Zuni tribes today.

The importance of foods adopted from the Indians and their role in assisting in the development of the West can be discussed or researched and presented to the class by pairs, groups, or individuals.

Explore elements of American Indian culture that have an impact on our daily lives; discuss the following:

- Language (chocolate, okay, squash, Wasatch, Uintah, Tooele, Utah, Ohio, Kansas, Mississippi, Timpanogos, etc.)
- Foods (corn, squash, gum, chili, potatoes, tomatoes) traditionally cultivated by Indian tribes
- Arts and crafts (turquoise jewelry, paintings, pottery, rug weaving, etc.)

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

| | |
|---------------|---|
| Charts | Contributions Native American—Edibles (color) |
| | Contributions—Medicinal and Pharmaceutical |
| | Utah-Great Basin Medicinal and Pharmaceutical |
| | Contributions—Hopi—Native Dye Sources (color) |

Level 9-12 Standards: 6200-01; 02; 03; 04

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02

United States Studies

OBJECTIVES: The students will be introduced to the contributions made by the American Indians in foods and medicines.

ESSENTIAL QUESTION 1: Did the American Indians and early settlers know about the same medicines and foods?

ESSENTIAL QUESTION 2: Did the early settlers and American Indians share their knowledge?

ASSESSMENT EVIDENCE

Using visual displays depicting foods, medicines, and dyes, the students will learn of the experiences and contributions of the American Indians through class discussion and research assignments.

The students could write a report on medicines used by the Indians in the 1800s and how the uses of such medicines have developed today. Comparisons of six major drugs can be discussed.

Using the chart depicting dyes, kachinas, pottery, and weaving as an aid, the students can explore the importance of the arts, then role play in the lives of early Hopi and Navajo.

Identify elements of American Indian culture that have an impact on our daily lives, considering the following:

- Foods
- Language
- Arts and crafts
- Philosophies and concepts
- Sports
- Government and leaders
- Natural resources

LEARNING STRATEGIES

From the charts that are displayed on a Video iPod or individual computers, the students will learn of contributions to food and medicines made by the American Indians.

The students should be able to discuss the importance of Kachinas in the lives of the certain tribes today, comparing that importance with the traditions and spiritual ceremonies of non-Indians.

After viewing the charts and holding a class discussion, the students will be able to speak about elements of Indian culture that have an impact on our daily lives, and acknowledge that different groups of people add to our American society and culture today.

Resource materials may be found listed at the end of the Guide.

